

## **SOUTH CAROLINA CAREER GUIDANCE EFFECTIVE EXERCISES**

**TITLE:** CARTOON CHARACTERS WORK TOO!

**SUBJECT:** Guidance Activity

**GRADE LEVEL(S):** 6-8

**SC Career Guidance Standard/Competency**

- Learning to Work: Standard 3. Students will explore careers and the connection of school to work.

Competency 3.4. Develop decision-making skills to select a career/education path and complete an individual graduation plan for grade eight

**National Career Development Guidelines Goal/Indicator**

- Career Management: GOAL CM3. Use accurate, current, and unbiased career information during career planning and management.

Indicator CM3.K4. Identify several ways to classify occupations.

### **Lesson Objectives**

1. Students will accurately sort careers by career cluster.

### **Assessment**

1. Students will accurately sort careers found in comic strips by career cluster.

### **Preparation**

- Prior Learning—Orientation to South Carolina's 16 career clusters
- Handouts/Worksheets—N/A
- Resources—Career Cluster booklets, comics section from the newspaper for several days, scissors, construction paper (1/2 sheets), paste/glue, Career Cluster poster boards and markers
- Time Required—45-60 minutes

### **Procedures**

**Part One (5 minutes)**

- Give students a copy of the Career Cluster booklet and briefly review with them South Carolina's 16 career clusters.
- Point out the Career Cluster poster boards hanging on the classroom walls.

**Part Two (45 minutes)**

- Explain to students they will explore the comics for evidence of cartoon characters at work.
- Assign a cartoon character to pairs or small groups of students.
- Hand out the comic sections and have students cut out the strips for their cartoon character. (Note: Remind students that the comic sections need to be circulated to other students, so they are to be careful to cut out only their cartoon.)
- Tell students to check the cartoons for clues to the character's career.

- Have the students paste their cartoon strips on construction paper and write the name of the cartoon character's job/career at the top.
- Next, the teams will decide what career cluster the cartoon character's job belongs in. They will mount their cartoon strips on the appropriate Career Cluster poster board.
- Ask each group to report to the class the reasons the job/career they identified for their cartoon character was selected. What clues did they find? The groups should also give their reasons for placing the job/career in a particular cluster.

Part Three (10 minutes)

- After students complete the assignment, discuss some of the careers. Which ones did they like? Are there some they did not like?
- Suggest to students that they might use SCOIS, O\*Net, visit the library or a career center to further explore occupations.
- Wrap-up with an overview of the CTE/career cluster programs available in high schools locally.